GRADUATE DEPARTMENTS OF PSYCHOLOGY, 1985-86:
Report of the Annual APA/COGDOP Survey

Office of Demographic, Employment, and Educational Research
American Psychological Association

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REPORT OF THE ANNUAL APA/COGDOP DEPARTMENTAL SURVEY

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1985-86 Faculty Salaries in Graduate Departments of Psychology

Preliminary Report: 1984 Doctorate Employment Survey

Salaries in Psychology: 1985

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GRADUATE DEPARTMENTS OF PSYCHOLOGY, 1985-86:

REPORT OF THE ANNUAL APA/COGDOP DEPARTMENTAL SURVEY

Background

For the past eight years, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have jointly sponsored an annual survey designed to collect information on the characteristics of graduate psychology departments. This project, known as the Survey of Graduate Departments of Psychology, has its roots in earlier cooperative efforts between APA and COGDOP initiated in the mid-1960s. At that time, it was hoped that the systematic collection of national-level data on faculty salaries would prove useful to department chairs in annual budget planning and negotiations.

Given the recurrent need for information on departmental characteristics other than salary, APA also periodically requested data from departments on such topics as graduate student enrollments and support. In order to reduce the burden on chairs caused by multiple surveys, the two efforts were consolidated in 1978 into an annual Survey of Graduate Departments of Psychology. While one primary purpose of the survey remains the collection of data on faculty salaries, a second and no less important goal is the gathering of information which can address questions frequently posed by federal training sponsors, academic administrators, and other individuals involved in graduate education.

The 1985-86 Survey of Graduate Departments of Psychology (hereafter referred to as the Departmental Survey) addressed five major areas: (a) faculty characteristics and salaries; (b) financial support for master's and doctoral students, including tuition assistance and amounts typically paid for teaching and research assistantships, fellowships, and traineeships; (c) departmental resources (e.g., secretarial/clerical staff, faculty travel support, and budgets for departmental operations); (d) applications and admissions to graduate programs; and (e) involvement of graduate students in undergraduate teaching. Data on the first three topics (faculty characteristics and salaries, graduate student support, and types and levels of support for selected departmental activities) comprise the focus of this report. More detailed information on faculty salaries also can be found in Pion, Brambiett, and Wicherski (1986).

Method

The Departmental Survey was mailed in November 1985 to all U.S. and Canadian graduate departments of psychology listed in the 1984 edition of Graduate Study in Psychology and Associated Fields (APA, 1984), plus members and affiliates of the National Council of Schools of Professional Psychology. A follow-up mailing was conducted in December. All data collected were confidential. In order to further safeguard the confidentiality of faculty, student, and departmental information, only aggregate results are presented in this report.

Response rates. Of the 606 departments and professional schools surveyed, 367 responded, yielding an overall response rate of 60.6%. An analysis of response rates by various departmental characteristics reveals that certain types of departments were more likely to complete and return the survey. As shown in Table 1, response rates differed, depending on the geographic location

(U.S.A. or Canada) and status of the institution (public or private), the highest level of degree offered by the department (doctorate or master's), and the type of department as reflected by its formal name (e.g., the Department of Educational Psychology). These differences can be summarized as follows:

- The response rate for U.S. departments (61.1%) was higher than that obtained for departments in Canadian institutions (51.5%).

- Among U.S. departments, those in public institutions were more likely to respond than departments in private universities and colleges (63.9% vs. 55.8%).

- The response rate for all U.S. doctoral departments (66.5%) was higher than that obtained for their Canadian counterparts (53.6%) and for U.S. departments which only offer the master's degree (52.3%).

- In general, psychology departments had a higher response rate (65.5%) than other types of departments (e.g., departments labeled as Educational Psychology or Human Development).

Notes and Caveats

There are three points that should be kept in mind when reading this report. The first concerns usage of the term "Graduate Departments of Psychology." This term is employed in its broadest sense to include all academic units (e.g., departments, schools, and programs) that are listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in one or more areas of psychology . The majority of departments responding to this year's Departmental Survey were either departments (42.8%) or programs housed within a department (52.3%) in a college/school; another 2.7% were schools affiliated with a university, and 1.4% were free-standing professional schools.

Looking again at Table 1, it can be seen that department name refers to what the department is called: (a) psychology; (b) educational psychology; (c) counseling psychology, including counselor education; (d) human development; (e) professional school; or (f) other (e.g., school psychology). Note that these department names are not synonymous with program areas. For example, a program in counseling or school psychology may be found in any one of several categories. Approximately 64% of all departments surveyed are "psychology departments," and these departments typically award degrees in several different areas of psychology. This group is identified by the use of the term "psychology departments" in the few analyses which specifically report data for this subset of departments. The remaining 36% of departments tend to be more specialized in their focus, offering degrees in a few closely related areas of psychology. Our use of the term "graduate departments of psychology" is intended to encompass all academic units that offer master's and/or doctoral degrees in psychology.

A second major point to bear in mind when reading this report is that no attempt has been made to extrapolate the results to include nonrespondents. The numbers presented in the following tables are based on departments that responded to the survey and are not estimates of the population. Most tables simply report the number and percent of responding departments that provided a particular answer to the question asked. Others report the number of faculty or students aggregated across responding departments. In neither case should the

numbers reported be considered as estimates of either the population or some characteristic of the population of departments, faculty, or students.

A third and related point is that the appropriate response rate should be considered when reviewing the results. In general, response rates to the 1985-86 Departmental Survey were lower than those obtained for the previous surveys, and the degree of bias due to nonresponse is not adequately known. Comparisons of respondents with nonrespondents and the total population of departments surveyed on broad characteristics yield different results for master's vs. doctoral departments. For doctoral departments, few differences exist between respondents and the population surveyed in terms of the type of institution (i.e., public vs. private) and geographic region; a higher proportion of psychology departments, however, was represented in the group of respondents (64.0% of all doctoral respondents were psychology departments as compared to 57.2% of the population surveyed). In contrast, although similar in terms of geographic region, master's departments which responded to the survey tended to be located in public institutions (i.e., 71.1% of the responding departments as compared to institutions as compared to 65.6% of all departments surveyed).

Results of analyses for certain subgroups also should be interpreted with caution. This is particularly true for master's departments in private institutions (see Table 1). Even where response rates are fairly high and comparisons between respondents and the population surveyed reveal few differences in terms of institutional type and geographic region (i.e., doctoral psychology departments in public and private institutions), nonrespondent bias on other variables (e.g., student enrollments) may be present and thus affect the data on selected issues examined in the survey (e.g., departmental resources).

General Structure of the Report

The tabular data presented in the following sections primarily focus on analyses contrasting U.S. and Canadian departments and, within the U.S., on comparisons of departments by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Information on Canadian departments by degree level is not provided, given that 15 of the 17 departments which responded to the survey are doctoral departments.

Similarly, comparisons among different types of departments (e.g., Psychology vs. Educational Psychology) typically are not reported. This is due to the small number of respondents in some categories and the fact that highest degree offered and type of institution often exert a greater influence on faculty and graduate student characteristics (e.g., salaries and financial support) than does the type of department as currently identified by its formal name.

The majority of the tables presents data according to whether or not departments grant doctoral degrees. The one exception is the section on graduate student support (Section III) where the distinction is made between those academic units with doctoral programs versus those that have master's programs. In these analyses, the categories are not mutually exclusive inasmuch as a department may have both a master's and doctoral program.

No statistics are provided where the N is less than 5 or where the standard deviation is 0. In these instances, only the N is provided. Quartiles are not reported where the N is less than 10.

The report is divided into three sections:

(I) Faculty Characteristics and Salaries: 1985-86;

(II) Departmental Resources: 1984-85; and

(III) Graduate Student Support: 1985-86.

A brief summary of the relevant tables, along with explanatory notes as to the analyses, is presented at the beginning of each section.

Table 1

Number and Percent of Departments Responding to the 1985-86 Survey of Graduate Departments of Psychology

	U.S. Departments					Canadian Departments		
	Doctoral		Master's		Total	Doctoral	Master's	Total
	Public	Private	Public	Private				
Number of departments in survey[a]	231	124	143	75	573	28	5	33
N (%) responding	158 (68.4%)	78 (62.9%)	81 (56.6%)	33 (44.0%)	350 (61.1%)	15 (53.6%)	2 (40.0%)	17 (51.5%)
Department name:								
Psychology	130	73	118	48	369	25	5	30
	99 (76.2%)	52 (71.2%)	68 (57.6%)	23 (47.9%)	242 (65.5%)	15 (60.0%)	2 (40.0%)	17 (56.7%)
Educational psychology	32	9	2	0	43	2	0	2
	21 (65.6%)	3 (33.3%)	1 (50.0%)	—	25 (58.1%)	0 (0.0%)	—	0 (0.0%)
Counseling psychology/ Counselor education	25	9	11	11	56	0	0	0
	19 (76.0%)	6 (66.7%)	4 (36.4%)	5 (45.5%)	34 (60.7%)	—	—	—
Human development	12	3	2	1	18	0	0	0
	4 (33.3%)	2 (66.7%)	1 (50.0%)	0 (0.0%)	7 (38.9%)	—	—	
Professional school	3	17	0	1	21	0	0	0
	3 (100.0%)	9 (52.9%)	—	0 (0.0%)	12 (57.1%)	—	—	—
Other[b]	29	13	10	14	66	1	0	1
	12 (41.4%)	6 (46.2%)	7 (70.0%)	5 (35.7%)	30 (45.5%)	0 (0.0%)	—	0 (0.0%)

[a]This includes 604 departments listed in Graduate Study in Psychology and Associated Fields 1985 plus 2 professional schools not listed.

[b]This is a heterogeneous category which includes, for example, school psychology and interdisciplinary programs.

SECTION I

FACULTY CHARACTERISTICS AND SALARIES: 1985-86

Section I: List of Tables

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SECTION I

FACULTY CHARACTERISTICS AND SALARIES: 1985-86

This section presents information on: (a) demographic, educational, and employment characteristics of faculty in graduate departments of psychology; (b) faculty salaries; (c) salaries for starting faculty, department chairs, and other administrative positions; and (d) the length of term for department chairs and their predecessors. All data pertain to the academic year 1985-86.

Tables 2 and 3 report data on the sex, ethnicity, current major subfield, highest degree, and year of doctorate for faculty in U.S. and Canadian departments. Comparisons among U.S. faculty are also reported for doctoral vs. master's departments and public vs. private institutions. Whereas numbers and percentages for all faculty regardless of employment status (i.e., full-time, part-time, and joint appointments) are reported in Table 2, these characteristics are analyzed separately for full-time and part-time faculty in Table 3.

The results shown in Tables 2 and 3 are consistent with those obtained in previous Departmental Surveys. In general, almost one out of every four faculty in U.S. graduate psychology departments and one out of every five faculty in Canadian departments is a woman. Lower proportions of women are found in U.S. doctoral and master's departments in public institutions. This is primarily because private institutions employ greater percentages of part-time faculty and part-time faculty in general are more likely to be women. Similar to previous years, approximately 5% of all faculty in U.S. departments are ethnic minorities; corresponding figures for full- and part-time faculty are 4.7% and 6.6%, respectively. For Canadian departments which responded to the survey, the percentage of minority faculty is 2.2%.

The largest percentage of faculty in both U.S. and Canadian departments is in clinical psychology (22.9% and 18.7%, respectively). In fact, one out of every three faculty in U.S. graduate departments are in the health service provider subfields (i.e., clinical, counseling, and school psychology) as compared to only one out of every five Canadian faculty. As shown in Table 3, this percentage increases to 57.7% when considering part-time faculty in U.S. departments. These figures are not surprising in light of the fact that over one half of the new PhDs awarded in 1984 and 60% of all full-time graduate enrollments in 1984-85 were in these subfields (Coyle & Syverson, 1986; Pion, Bramblett, Wicherski, & Stapp, 1985).

The overwhelming majority of U.S. and Canadian faculty holds a doctoral degree. Many of these individuals earned their doctorates after 1965 (62.3% of U.S. and 69.5% of Canadian faculty). Approximately one out of every ten faculty has received his/her doctorate within the past five years.

Results depicting the employment status of faculty in U.S. and Canadian departments are shown in Table 4, along with information on academic rank and years in rank, tenure status, and the percentage of faculty who were new appointments in 1985-86. As can be seen, departments in U.S. institutions are more heavily populated with full professors than their Canadian counterparts (48.7% vs. 35.2%), particularly in terms of faculty who have held this rank for 12 or more years. Canadian departments, on the other hand, have a higher percentage of associate professors overall (38.5% vs. 27.7%) and with at least 6

years in rank (20.2% vs. 13.6%). With respect to U.S. doctoral and master's departments, those located in public institutions tend to have higher percentages of faculty in the full professor rank. Similar to last year's survey results, new appointments accounted for 5.3% of all U.S. faculty and 7.0% of Canadian faculty in graduate psychology departments. Almost one third of these appointments were for faculty in clinical psychology; the next most frequently reported major subfields were developmental (12.5%) and social (10.3%) psychology. Typically, these appointments were made at the assistant professor level (66.3%).

Tables 5-9 present information on full-time faculty salaries in 1985-86 and salaries and additional benefits for departments chairs and individuals in other administrative positions. In this series of tables, salaries for faculty in U.S. departments are reported on a 9-10-month basis while Canadian figures represent 12-month salaries. It should be noted that any comparison between U.S. and Canadian departments must take into account not only this differential salary basis but also the fact that Canadian salaries represent earnings in Canadian dollars. More detailed breakdowns of 1985-86 salaries for full-time faculty are reported in Pion, Brambiett, and Wicherski (1986).

Tables 5 and 6 report summary statistics for full-time faculty salaries in U.S. doctoral and master's departments, and Table 7 presents the corresponding figures for full-time faculty in Canadian graduate departments of psychology. In general, faculty salaries in U.S. doctoral departments tend to be higher than those in master's departments across all ranks. Within doctoral departments, median salaries in private institutions slightly exceed those paid by public institutions. Compared to median salaries reported in the 1984-85 Departmental Survey, full-time faculty salaries in 1985-86 were on average 5.9% higher (in actual dollars) in doctoral departments and 3.9% higher in master's departments. The average percent increase across all ranks for Canadian departments was 4.0%.

Different processes were used by institutions in determining faculty raises received in 1985-86. For U.S. departments as a whole, over one half (53.1%) of all departments based faculty raises on merit increases plus cost of living adjustments, 17.1% reported contract negotiations with a union to be the primary factor, and 17.4% indicated that another mechanism was used (e.g., merit considerations only). Only 4.9% reported that raises were limited to cost of living adjustments. In Canadian departments, an equal percentage of respondents (35.3%) reported that faculty raises reflected either a merit increase over and above a cost of living adjustment or contract negotiations with a union. Within U.S. doctoral and master's departments, those in public institutions were more apt to have faculty raises determined by union negotiations (15.2% of public doctoral departments vs. 9.0% of private doctoral departments and 34.6% of public master's departments vs. 3.0% of private master's departments).

Starting salaries in 1985-86 for faculty who were new PhDs are reported in Table 8, along with expected starting salaries in 1986-87 for new PhDs and those with two years of postdoctoral experience. Similar to past years, the median 1985-86 starting salaries and expected 1986-87 starting salaries for new PhD faculty members and those with two years of postdoctoral experience were slightly higher in U.S. doctoral departments as compared to master's departments.

Salaries for department chairs and other administrative positions (e.g., the Director of Clinical Training) are summarized in Table 9. Also included in this table is information on additional "benefits" which individuals in these

positions may receive (e.g., secretarial support and graduate assistants). Department chairs in U.S. public and private doctoral departments had median 9-10-month salaries of $47,250 and $44,900. These were higher than the median salaries earned by chairs in master's departments. Among U.S. institutions, the results also indicated that chairs in public doctoral departments were more likely to be paid higher salaries than other faculty members with the same rank and number of years' experience and to receive additional secretarial support or graduate assistants than their counterparts in other U.S. institutions. Higher percentages of chairs in private doctoral and master's departments reported receiving other types of benefits; these typically included reduced teaching loads and summer support.

Also reported in Table 9 is salary information for individuals holding an administrative position within the department (e.g., Director of Clinical Training). Similar to the results for department chairs, median salaries in 1985-86 were higher for individuals in these positions at doctoral departments; however, most faculty in these positions are not paid on a higher scale than other fellow faculty members with the same rank and number of years' experience. In general, extra secretarial support is the most commonly reported additional benefit, although its occurrence is less likely for individuals in these positions as compared to department chairs. These individuals also may receive other types of benefits (i.e., reduced teaching loads), particularly in doctoral departments.

Table 10 presents descriptive statistics on the type and length of term for current department chairs. The distribution of term lengths for U.S. department chairs is bimodal, with 60.0% of the responding chairs being appointed for a definite term and 30.6% appointed for indefinite terms. Three years is the length of term for 59.9% of chairs in U.S. departments, and longer terms are reported by 27.4% of the respondents. The overwhelming majority (94.1%) of Canadian department chairs have definite terms, with half of these being for three years and the rest for longer than three years. In both U.S. and Canadian departments, two out of every five chairs have served less than three years.

Table 2

Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology in 1985-86: Sex, Ethnicity, Subfield, Highest Degree, and Year of Doctorate

Faculty Characteristic	U.S. Departments								All U.S. Departments		All Canadian Departments	
	Doctoral				Master's							
	Public (N = 155)		Private (N = 70)		Public (N = 73)		Private (N = 33)		(N = 331)		(N = 12)	
	N	%	N	%	N	%	N	%	N	%	N	%
Total faculty	3945		1342		1114		267		6668		455	
Sex												
Men	3093	78.4	986	73.5	823	73.9	187	70.0	5089	76.3	374	82.2
Women	820	20.8	350	26.1	277	24.9	78	29.2	1525	22.9	80	17.6
Not specified	32	0.8	6	0.4	14	1.3	2	0.8	54	0.8	1	0.2
Ethnicity												
White	3701	93.8	1220	90.9	1055	94.7	246	92.1	6222	93.3	403	88.6
Black	92	2.3	48	3.6	20	1.8	10	3.7	170	2.6	2	0.4
Hispanic	49	1.2	19	1.4	16	1.4	1	0.4	85	1.3	0	0.0
Asian	34	0.9	15	1.1	11	1.0	3	1.1	63	0.9	8	1.8
American Indian	5	0.1	1	0.1	1	0.1	0	0.0	7	0.1	0	0.0
Not specified	64	1.6	39	2.9	11	1.0	7	2.6	121	1.8	42	9.2
Subfield												
Health service provider												
Clinical	867	21.8	393	29.3	212	19.0	66	24.7	1538	22.9	85	18.7
Counseling	354	8.9	86	6.4	86	7.7	40	15.0	566	8.4	5	1.1
School	130	3.3	17	1.3	74	6.6	7	2.6	228	3.4	0	0.0
Research and other specialties												
Cognitive	192	4.8	92	6.9	39	3.5	4	1.5	327	4.9	38	8.4
Community	51	1.3	6	0.4	12	1.1	1	0.4	70	1.0	6	1.3
Comparative	37	0.9	2	0.1	8	0.7	3	1.1	50	0.7	9	2.0
Developmental	384	9.6	119	8.9	101	9.1	22	8.2	626	9.3	62	13.6
Educational	168	4.3	31	2.3	71	6.4	8	3.0	278	4.2	3	0.7
Engineering	9	0.2	4	0.3	1	0.1	1	0.4	15	0.2	0	0.0
Experimental	562	14.1	167	12.4	141	12.7	35	13.1	905	13.5	61	13.4
General	45	1.1	15	1.1	44	3.9	2	0.7	106	1.6	9	2.0
Health	24	0.6	8	0.6	4	0.4	2	0.7	38	0.6	0	0.0
Industrial-organizational	144	3.6	27	2.0	60	5.4	16	6.0	247	3.7	4	0.9
Personality	79	2.0	32	2.4	28	2.5	4	1.5	143	2.1	19	4.2
Physiological	190	4.8	73	5.4	43	3.9	13	4.9	319	4.8	56	12.3
Psycholinguistics	12	0.3	17	1.3	3	0.3	2	0.7	34	0.5	4	0.9
Psychometrics	36	0.9	13	1.0	10	0.9	1	0.4	60	0.9	7	1.5
Psychopharmacology	12	0.3	5	0.4	3	0.3	1	0.4	21	0.3	4	0.9
Quantitative	121	3.0	22	1.6	27	2.4	3	1.1	173	2.6	14	3.1
Research methods	14	0.4	14	1.0	10	0.9	5	1.9	43	0.6	0	0.0
Social	368	9.2	148	11.0	95	8.5	24	9.0	635	9.5	49	10.8
Systems and history	12	0.3	6	0.4	9	0.8	2	0.7	29	0.4	4	0.9
Other, in psychology	95	2.4	39	2.9	7	0.6	3	1.1	144	2.1	7	1.5
Other, not in psychology	33	0.8	6	0.4	14	1.3	2	0.7	55	0.8	2	0.4
Not specified	6	0.2	0	0.0	12	1.1	0	0.0	18	0.3	7	1.5
Highest degree												
Doctorate	3820	96.9	1309	97.5	1023	91.8	239	89.5	6391	95.8	413	90.8
Master's	65	1.6	9	0.7	60	5.4	7	2.6	141	2.1	41	9.0
Other	13	0.3	2	0.1	4	0.4	4	1.5	23	0.3	0	0.0
Not specified	47	1.2	22	1.6	27	2.4	17	6.4	113	1.7	1	0.2
Year of doctorate (for doctoral-level faculty only)												
1945 or before	18	0.5	11	0.8	4	0.4	0	0.0	33	0.5	1	0.2
1946-1950	77	2.0	28	2.1	5	0.5	1	0.4	111	1.7	2	0.5
1951-1955	247	6.5	85	6.5	28	2.7	6	2.5	366	5.7	10	2.4
1956-1960	319	8.4	105	8.0	68	6.6	16	6.7	508	7.9	14	3.4
1961-1965	559	14.6	140	10.7	127	12.4	16	6.7	842	13.2	56	13.6
1966-1970	705	18.5	199	15.2	236	23.1	46	19.2	1186	18.6	86	20.8
1971-1975	634	16.6	214	16.3	239	23.4	54	22.6	1141	17.9	80	19.4
1976-1980	501	13.1	218	16.7	152	14.9	39	16.3	910	14.2	78	18.9
1981-1986	416	10.9	177	13.5	96	9.4	31	13.0	720	11.3	43	10.4
Not specified	344	9.0	132	10.1	68	6.6	30	12.6	574	9.0	43	10.4

Note. Some U.S. departments (N = 19) and Canadian departments (N = 5) responded to the survey but did not provide any information as to the characteristics of their faculty and are not included in this table. The data presented here are based on information provided by departments and thus underestimate the population of faculty. It also should be noted that percentages may not sum to 100.0% due to rounding.

Table 3

Characteristics of Full-time vs. Part-time Faculty in U.S. Graduate Departments of Psychology: 1985-86

Characteristics	Doctoral Departments (N = 225)				Master's Departments (N = 106)				All U.S. Departments[a] (N=331)			
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
	N	%	N	%	N	%	N	%	N	%	N	%
Total faculty	4598		298		1234		104		5832		402	
Sex												
Male	3587	78.0	194	65.1	928	75.2	57	54.8	4515	77.4	251	62.4
Female	978	21.3	100	33.6	293	23.7	47	45.2	1271	21.8	147	36.6
Not specified	33	0.7	4	1.3	13	1.1	0	0.0	46	0.8	4	1.0
Ethnicity												
White	4284	93.2	274	91.9	1166	94.5	96	92.3	5450	93.4	370	92.0
Black	111	2.4	12	4.0	24	1.9	5	4.8	135	2.3	17	4.2
Hispanic	58	1.3	6	2.0	16	1.3	1	1.0	74	1.3	7	1.7
Asian	48	1.0	1	0.3	13	1.1	1	1.0	61	1.0	2	0.5
American Indian	5	0.1	0	0.0	0	0.0	1	1.0	5	0.1	1	0.2
Not specified	92	2.0	5	1.7	15	1.2	0	0.0	107	1.8	5	1.2
Current subfield area												
Health service provider	1528	33.2	176	59.1	410	33.2	56	53.8	1938	33.2	232	57.7
Research/other	3067	66.7	121	40.6	819	66.4	44	42.3	3886	66.6	165	41.0
Not specified	3	0.1	1	0.3	5	0.4	4	3.8	8	0.1	5	1.2
Highest degree												
Doctorate	4519	98.3	269	90.3	1145	92.8	79	76.0	5664	97.1	348	86.6
Master's	44	1.0	18	6.0	45	3.6	20	19.2	89	1.5	38	9.5
Other	6	0.1	4	1.3	5	0.4	3	2.9	11	0.2	7	1.7
Not specified	29	0.6	7	2.3	39	3.2	2	1.9	68	1.2	9	2.2
Year of doctorate (for doctoral-level faculty only)												
1945 or before	21	0.5	5	1.9	3	0.3	1	1.3	24	0.4	6	1.7
1946-1950	86	1.9	9	3.3	6	0.5	0	0.0	92	1.6	9	2.6
1951-1955	288	6.4	17	6.3	27	2.4	4	5.1	315	5.6	21	6.0
1956-1960	370	8.2	19	7.1	78	6.8	5	6.3	448	7.9	24	6.9
1961-1965	634	14.0	17	6.3	135	11.8	4	5.1	769	13.6	21	6.0
1966-1970	811	17.9	38	14.1	262	22.9	9	11.4	1073	18.9	47	13.5
1971-1975	740	16.4	48	17.8	273	23.8	13	16.5	1013	17.9	61	17.5
1976-1980	639	14.1	39	14.5	162	14.1	23	29.1	801	14.1	62	17.8
1981-1986	510	11.3	44	16.4	108	9.4	15	19.0	618	10.9	59	17.0
Not specified	420	9.3	33	12.3	91	7.9	5	6.3	511	9.0	38	10.9

Note. Canadian faculty are not included in these data, because of the small number of part-time faculty (N=43) available for comparison. These data are based on information provided by departments and thus underestimate the population of faculty. Percentages may not sum to 100.0% due to rounding.

[a]Excluded from this table are the data for faculty with joint appoints (N=363) and those whose employment status was not reported (N=71). In addition, some U.S. departments (N=19) responded to the survey but did not provide information on their faculty.

Table 4

Employment Characteristics of Faculty in U.S. and Canadian Graduate Departments of Psychology in 1985-86: Employment Status, Academic Rank and Years in Rank, Tenure Status and New Appointments

Faculty Characteristic	U.S. Departments								All U.S. Departments		Canadian Departments	
	Doctoral				Master's							
	Public (N = 155)		Private (N = 70)		Public (N = 73)		Private (N = 33)		(N = 331)		(N = 12)	
	N	%	N	%	N	%	N	%	N	%	N	%
Total faculty	3945		1342		1114		267		6668		455	
Employment status												
Full-time	3434	87.0	1164	86.7	1011	90.8	223	83.5	5832	87.5	408	89.7
Joint appointment	297	7.5	33	2.5	20	1.8	13	4.9	363	5.4	3	0.7
Part-time	178	4.5	120	8.9	79	7.1	25	9.4	402	6.0	43	9.5
Not specified	36	0.9	25	1.9	4	0.4	6	2.2	71	1.1	1	0.2
Academic rank and years in rank												
Full professor												
At least 12 years	979	24.8	293	21.8	215	19.3	59	22.1	1546	23.2	50	11.0
6-11 years	580	14.7	131	9.8	185	16.6	23	8.6	919	13.8	51	11.2
3-5 years	246	6.2	69	5.1	87	7.8	14	5.2	416	6.2	29	6.4
Less than 3 years	220	5.6	62	4.6	70	6.3	13	4.9	365	5.5	30	6.6
Total	2025	51.3	555	41.4	557	50.0	109	40.8	3246	48.7	160	35.2
Associate professor												
At least 6 years	539	13.7	156	11.6	172	15.4	37	13.9	904	13.6	92	20.2
3-5 years	319	8.1	100	7.5	81	7.3	23	8.6	523	7.8	36	7.9
Less than 3 years	225	5.7	111	8.3	58	5.2	28	10.5	422	6.3	47	10.3
Total	1083	27.5	367	27.3	311	27.9	88	33.0	1849	27.7	175	38.5
Assistant professor												
At least 3 years	355	9.0	166	12.4	100	9.0	26	9.7	647	9.7	50	11.0
Less than 3 years	305	7.7	136	10.1	91	8.2	33	12.4	565	8.5	36	7.9
Total	660	16.7	302	22.5	191	17.1	59	22.1	1212	18.2	86	18.9
Lecturer/Instructor												
At least 3 years	71	1.8	56	4.2	23	2.1	7	2.6	157	2.4	10	2.2
Less than 3 years	93	2.4	26	1.9	29	2.6	3	1.1	151	2.3	24	5.3
Total	164	4.2	82	6.1	52	4.7	10	3.7	308	4.6	34	7.5
Not specified	13	0.3	36	2.7	3	0.3	1	0.4	53	0.8	0	0.0
Tenure status												
Tenured	2908	73.7	747	55.7	816	73.2	167	62.5	4638	69.6	324	71.2
Not tenured, but on track	536	13.6	237	17.7	142	12.7	45	16.9	960	14.4	47	10.3
Not tenured, not on track	342	8.7	167	12.4	98	8.8	31	11.6	638	9.6	52	11.4
Not specified	159	4.0	191	14.2	58	5.2	24	9.0	432	6.5	32	7.0
New appointment for 1985-86												
Yes	209	5.3	77	5.7	65	5.8	5	1.9	356	5.3	32	7.0

Note. These data do not include 19 U.S. departments and 5 Canadian departments which did not provide faculty information. Further, they are based on information provided by departments that responded to the survey and thus underestimate the population of faculty. Percentages may not sum to 100.0% due to rounding.

Table 5

1985-86 Salaries for Full-time Faculty in U.S. Doctoral Departments of Psychology[a]

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Doctoral Departments in Public Institutions (N=155)						
Full professor						
At least 12 years	$45,550	$39,825	$54,600	$47,550	10,568	856
6-11 years	$42,250	$37,000	$48,000	$43,343	8,619	528
3-5 years	$38,950	$35,000	$44,400	$40,102	7,805	228
Less than 3 years	$37,800	$34,175	$41,550	$38,744	7,285	202
Associate professor						
At least 6 years	$32,100	$28,800	$35,875	$32,582	5,641	476
3-5 years	$31,200	$28,600	$34,900	$31,958	5,048	277
Less than 3 years	$29,100	$27,300	$32,300	$29,935	4,575	199
Assistant professor						
At least 3 years	$25,500	$23,600	$28,100	$26,442	4,431	298
Less than 3 years	$24,000	$22,700	$26,000	$24,840	3,414	255
Lecturer/Instructor						
At least 3 years	$27,700	$24,350	$33,000	$29,068	6,886	25
Less than 3 years	$23,000	$19,000	$24,000	$21,697	3,746	39
Doctoral Departments in Private Institutions (N=70)						
Full professor						
At least 12 years	$51,300	$43,650	$60,375	$52,531	12,688	256
6-11 years	$43,500	$38,500	$50,000	$45,331	10,037	115
3-5 years	$41,900	$36,050	$46,450	$42,215	8,334	65
Less than 3 years	$39,650	$35,875	$42,950	$40,224	7,583	50
Associate professor						
At least 6 years	$34,100	$30,825	$37,775	$34,741	5,423	134
3-5 years	$32,300	$29,525	$36,775	$33,030	5,021	88
Less than 3 years	$31,100	$28,200	$33,000	$31,064	4,208	96
Assistant professor						
At least 3 years	$26,800	$24,150	$28,575	$26,597	3,371	148
Less than 3 years	$25,000	$22,500	$26,700	$24,923	3,087	121
Lecturer/Instructor						
At least 3 years	$26,700	$21,600	$29,600	$25,729	4,779	17
Less than 3 years	$22,350	$17,900	$25,025	$21,743	4,460	14

Note. The Ns reported for each rank and number of years in rank refer to the number of full-time faculty in each category. For more detailed breakdowns of U.S. faculty salaries, see Pion, Bramblett, and Wicherski (1986).

[a]9-10-month salaries are reported for faculty in U.S. departments.

Table 6

1985-86 Salaries for Full-time Faculty in U.S. Master's Departments of Psychology[a]

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Master's Departments in Public Institutions (N=73)						
Full professor						
At least 12 years	$41,000	$36,900	$44,200	$40,890	6,587	185
6-11 years	$36,900	$33,800	$41,950	$37,949	5,174	173
3-5 years	$36,500	$32,825	$43,350	$37,486	5,734	76
Less than 3 years	$33,150	$30,700	$36,625	$33,934	4,014	64
Associate professor						
At least 6 years	$31,600	$29,075	$35,100	$32,122	4,248	158
3-5 years	$29,450	$27,200	$31,800	$29,890	3,948	72
Less than 3 years	$26,450	$25,075	$29,175	$27,524	3,947	50
Assistant professor						
At least 3 years	$25,950	$23,600	$29,225	$26,452	3,931	88
Less than 3 years	$22,450	$21,000	$23,875	$22,670	2,676	76
Lecturer/Instructor						
At least 3 years	$23,250	$19,825	$25,550	$23,114	4,132	14
Less than 3 years	$20,000	$17,000	$21,000	$20,245	3,818	11
Master's Departments in Private Institutions (N=33)						
Full professor						
At least 12 years	$39,200	$33,000	$46,300	$39,570	9,090	47
6-11 years	$33,500	$28,625	$39,575	$33,262	9,434	16
3-5 years	$31,000	$27,000	$33,000	$31,382	5,107	11
Less than 3 years	$31,700	$28,225	$34,750	$31,880	3,633	10
Associate professor						
At least 6 years	$29,500	$27,000	$34,400	$29,290	7,738	29
3-5 years	$27,400	$25,550	$32,250	$28,706	4,150	17
Less than 3 years	$26,300	$23,900	$31,200	$27,095	4,114	21
Assistant professor						
At least 3 years	$26,800	$23,500	$32,000	$27,413	6,770	23
Less than 3 years	$22,800	$20,300	$24,000	$22,683	3,271	23
Lecturer/Instructor						
At least 3 years	--	--	--	--	--	0
Less than 3 years	b	b	b	b	b	1

Note. The Ns reported for each rank and number of years in rank refer to the number of full-time faculty in each category. For more detailed breakdowns of U.S. faculty salaries, see Pion, Bramblett, and Wicherski (1986).

[a]9-10 month salaries are reported for faculty in U.S. departments.

[b]No figures are reported due to the small number of respondents.

Table 7

1985-86 Salaries for Full-time Faculty in Canadian Graduate Departments of Psychology[a]

Rank and years in rank	Median	Q1	Q3	Mean	SD	N
Canadian Departments (N=17)						
Full professor						
At least 12 years	$65,758	$56,608	$78,080	$66,949	13,358	50
6-11 years	$55,205	$48,403	$59,841	$56,484	11,628	50
3-5 years	$45,750	$43,066	$56,730	$50,305	10,775	27
Less than 3 years	$49,654	$43,188	$54,930	$50,168	9,318	30
Associate professor						
At least 6 years	$46,726	$38,430	$52,338	$46,906	9,010	89
3-5 years	$42,700	$34,404	$45,140	$40,762	7,292	35
Less than 3 years	$39,955	$33,367	$45,414	$40,265	7,794	46
Assistant professor						
At least 3 years	$33,550	$30,500	$41,297	$36,389	9,881	45
Less than 3 years	$32,147	$28,700	$39,741	$33,538	6,550	30
Lecturer/Instructor						
At least 3 years	b	b	b	b	b	2
Less than 3	b	b	b	b	b	1

Note. The Ns reported for each rank and number of years in rank refer to the number of full-time faculty in each category.

[a]Salaries for Canadian departments are reported in Canadian dollars and are reported on an 11-12 month basis.

[b]No figures are reported due to the small number of respondents.

Table 8

1985-86 Salaries and Expected 1986-87 Salaries for Starting Faculty in U.S. and Canadian Graduate Departments of Psychology

Questions Regarding Faculty Salaries	U.S. Departments				Canadian Departments
	Doctoral		Master's		
	Public (N=158)	Private (N=78)	Public (N=81)	Private (N=33)	(N=17)
"What was the average (9-10-month) starting salary in 1985-86 for a new faculty member who was a new PhD?"					
Median salary:	$23,000	$23,000	$21,000	$21,000	$22,950
Q1:	$22,000	$21,100	$20,000	$19,000	$21,259
Q3:	$25,000	$25,000	$23,050	$23,000	$24,948
N:	129	57	69	27	16
"What salary (9-10-month) do you expect you would offer a new PhD in 1986-87?"					
Median salary:	$24,000	$24,000	$22,000	$22,000	$23,882
Q1:	$22,725	$22,000	$21,000	$20,000	$21,621
Q3:	$25,625	$26,000	$24,000	$23,625	$27,400
N:	138	61	74	26	14
"What salary (9-10-month) do you expect you would offer a PhD with two years of postdoctoral experience?"					
Median Salary:	$25,000	$26,000	$24,000	$23,500	$25,991
Q1:	$24,000	$24,000	$22,000	$21,625	$24,061
Q3:	$28,000	$28,000	$25,000	$26,000	$29,025
N:	132	62	70	24	14

Note. The Ns noted refer to the number of department chairs who provided the information. Dollar amounts for Canadian departments are reported in Canadian dollars. All salaries, including those for Canadian faculty, are reported on a 9-10-month basis.

Table 9

1985-86 Salaries for Department Chairs and Administrative Positions in U.S. and Canadian Departments of Psychology

Questions Regarding Salaries	U.S. Departments				Canadian Departments
	Doctoral		Master's		
	Public (N=158)	Private (N=78)	Public (N=81)	Private (N=33)	(N=17)
"What is the total 9-10-month salary of the department chair?"					
Median salary:	$47,250	$44,900	$38,600	$31,850	$45,359
Q1:	$40,325	$40,000	$33,500	$26,000	$40,988
Q3:	$56,000	$53,000	$42,150	$44,325	$58,364
N:	140	59	73	30	12
"Is this salary higher than that typically paid to a faculty member at the same rank and with the same number of years experience?"[b]					
Yes N (%):	79 (50.0%)	29 (37.2%)	37 (45.7%)	14 (42.4%)	8 (47.1%)
No N (%):	69 (43.7%)	38 (48.7%)	38 (46.9%)	19 (57.6%)	8 (47.1%)
No answer N (%):	10 (6.3%)	11 (14.1%)	6 (7.4%)	0 (0.0%)	1 (5.9%)
"If yes, how much higher?"					
Median percent:	10.0%	10.0%	5.0%	5.0%	8.0%
Q1:	5.0%	7.0%	3.9%	4.0%	a
Q3:	15.0%	13.0%	10.0%	10.5%	a
N:	60	23	25	10	6
Department chair receives:[c]					
Extra secretarial support N (%):	82 (51.9%)	32 (41.0%)	31 (38.3%)	12 (36.4%)	12 (70.6%)
Extra graduate assistants N (%):	35 (22.2%)	11 (14.1%)	9 (11.1%)	4 (12.1%)	4 (23.5%)
Other N (%):	37 (23.4%)	23 (29.5%)	9 (11.1%)	13 (39.4%)	6 (35.3%)
"What is the average 9-10-month salary of administrative positions within the department such as a director of a special program (e.g., Director of Clinical Training or Director of Experimental Training)?"					
Median salary:	$39,500	$38,450	$33,800	$28,000	$42,400
Q1:	$35,000	$31,875	$28,200	a	a
Q3:	$45,700	$43,000	$39,025	a	a
N:	107	38	40	7	7
"Is this salary higher than that typically paid to a faculty member of the same rank and with the same number of years of experience?"[b]					
Yes N (%):	27 (17.1%)	13 (16.7%)	7 (8.6%)	1 (3.0%)	0 (0.0%)
No N (%):	92 (58.2%)	35 (44.9%)	46 (56.8%)	12 (36.4%)	12 (70.6%)
No answer or N/A N (%):	39 (24.7%)	30 (38.5%)	28 (34.6%)	20 (60.6%)	5 (29.4%)
"If yes, how much higher?"					
Median percent:	10.8%	10.0%	a	a	—
Q1:	5.3%	7.0%	a	a	—
Q3:	14.8%	12.0%	a	a	—
N:	20	13	2	1	0
Individual in this position receives:[c]					
Extra secretarial support N (%):	45 (28.5%)	24 (30.8%)	17 (21.0%)	5 (15.2%)	5 (29.4%)
Extra graduate assistants N (%):	22 (13.9%)	8 (10.3%)	11 (13.6%)	3 (9.1%)	1 (5.9%)
Other N (%):	31 (19.6%)	15 (19.2%)	8 (9.9%)	3 (9.1%)	3 (17.6%)

Note. Dollar amounts for Canadian departments are reported in Canadian dollars. All salaries, including those for Canadian departments, are reported on a 9-10-month basis.

[a] No figures are reported due to the small number of respondents.

[b] These figures include departments which answered the question but did not provide actual salary information.

[c] Percentages do not total to 100.0%, given that individuals may receive one or more of these types of support.

Table 10

Length of Term for Current Department Chairs and Their Predecessors in U.S. and Canadian Departments of Psychology: 1985-86

Questions Regarding Length of Term	U.S. Departments								Canadian Departments (N=17)	
	Doctoral				Master's				All U.S. Departments (N=350)	
	Public (N=158)		Private (N=78)		Public (N=81)		Private (N=33)			
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
"What is the length of term for the department chair?"												
Indefinite term	43	(27.2%)	21	(26.9%)	30	(37.0%)	13	(39.4%)	107	(30.6%)	1	(5.9%)
Definite term, renewable	97	(61.4%)	47	(60.3%)	46	(56.8%)	20	(60.6%)	210	(60.0%)	16	(94.1%)
Definite term, not renewable	0	(0.0%)	1	(1.3%)	1	(1.2%)	0	(0.0%)	2	(0.6%)	0	(0.0%)
Not specified	18	(11.4%)	9	(11.5%)	4	(4.9%)	0	(0.0%)	31	(8.9%)	0	(0.0%)
"If there is a definite term, How long is the term?"												
1-2 years	7	7.2%)	8	(16.7%)	7	(14.3%)	2	(10.0%)	24	(11.3%)	0	(0.0%)
3 years	54	(55.7%)	30	(62.5%)	29	(59.2%)	14	(70.0%)	127	(59.9%)	8	(50.0%)
4-6 years	35	(36.1%)	8	(16.7%)	8	(16.3%)	4	(20.0%)	58	(27.4%)	8	(50.0%)
Not specified	1	(1.0%)	2	4.2%)	0	(0.0%)	0	(0.0%)	3	(1.4%)	0	0.0%)
"How long have you served as chair?"												
Less than one year	8	(5.1%)	7	(9.0%)	2	(2.5%)	0	(0.0%)	17	(4.9%)	2	(11.8%)
1-2 years	52	(32.9%)	29	(37.2%)	29	(35.8%)	13	(39.4%)	123	(35.1%)	5	(29.4%)
3-4 years	27	(17.1%)	14	(7.9%)	10	(12.3%)	2	(6.1%)	53	(15.1%)	3	(17.6%)
5-6 years	20	(12.7%)	9	(11.5%)	9	(11.1%)	5	(15.2%)	43	(12.3%)	2	(11.8%)
7-8 years	14	(8.9%)	7	(9.0%)	7	(8.6%)	1	(3.0%)	29	(8.3%)	2	(11.8%)
9-10 years	2	(1.3%)	3	(3.8%)	6	(7.4%)	4	(12.2%)	15	(4.3%)	0	(0.0%)
11-15 years	8	(5.1%)	1	(1.3%)	3	(3.7%)	2	(6.1%)	14	(4.0%)	1	(11.8%)
16-20 years	9	(5.7%)	0	(0.0%)	5	(6.2%)	0	(0.0%)	14	(4.0%)	0	(0.0%)
21 years or more	1	(0.6%)	0	(0.0%)	0	(0.0%)	2	(6.1%)	3	(0.9%)	0	(0.0%)
Not specified	17	(10.8%)	8	(10.3%)	10	(12.3%)	4	(12.1%)	39	(11.1%)	2	(11.8%)
"How long did your predecessor serve?"												
0-2 years	17	(10.8%)	11	(14.%)	12	(14.8%)	4	(12.1%)	44	(12.6%)	3	(17.6%)
3-4 years	38	(24.1%)	24	(30.8%)	21	(25.9%)	9	(27.3%)	92	(26.3%)	8	(47.1%)
5-6 years	31	(19.6%)	17	(21.8%)	17	(21.0%)	7	(21.2%)	72	(20.6%)	2	(11.8%)
7-8 years	16	(10.1%)	5	(6.4%)	6	(7.4%)	3	(9.1%)	30	(8.6%)	0	(0.0%)
9-10 years	12	(7.6%)	5	(6.4%)	5	(6.2%)	2	(6.1%)	24	(6.9%)	2	(11.8%)
11-15 years	15	(9.5%)	1	(1.3%)	7	(8.6%)	0	(0.0%)	23	(6.6%)	1	(5.9%)
16-20 years	4	(2.5%)	1	(1.3%)	0	(0.0%)	1	(3.0%)	6	(1.7%)	1	(5.9%)
21 years or more	2	(1.3%)	3	(3.8%)	0	(0.0%)	2	(6.1%)	7	(2.0%)	0	(0.0%)
Not specified	23	14.6%)	11	14.1%)	13	(16.0%)	5	(15.2%)	52	(14.9%)	0	(0.0%)

SECTION II

DEPARTMENTAL RESOURCES: 1984-85

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SECTION II

DEPARTMENTAL RESOURCES: 1984-85

The tables in this section report information on the sources and levels of funding which departments receive to support the numerous activities related to teaching and research. In reviewing these tables, some explanatory information may be useful. First, an attempt (albeit crude) has been made to present information which would allow chairs to compare data across departments, taking into account as much as possible the lack of uniformity across departmental and institutional accounting practices and other factors which may affect departmental resources (e.g., faculty size). As such, data on departmental support are presented in terms of the average support per faculty member; this was calculated by dividing the number of tenured/tenure track faculty in a department as expressed in full-time equivalents (FTEs) by the total departmental budget for the particular activity of interest (e.g., faculty travel).[1] Only tenured and tenure track faculty whose salaries were funded by institutional monies (i.e., university, college, or resident instruction monies) are included in these counts, given that the primary funding source used to support activities of other faculty (e.g., visiting professors and research assistant professors) may be external monies (e.g., research grants or fellowships awarded by federal agencies) rather than departmental budgets.

In reviewing these data, it also should be kept in mind that the dollar amounts presented in the table refer to departmental expenditures for academic year 1984-85. The intention is to represent "internal" resources which are allocated by the institution and available to a department chair. Unless otherwise specified, chairs were asked to exclude support provided by external organizations (e.g., federal training grants and research grants from private foundations) in their responses to the survey questions.

The tables in this section focus, for the most part, on analyses contrasting U.S. and Canadian departments and, within the U.S., on comparisons of departments by type of institution (public vs. private) and highest degree granted (doctoral vs. master's). Due to the small number of respondents in some categories (e.g., Psychology vs. Counseling Psychology departments), comparisons of resources among different types of departments, although useful, were precluded.

Table 11 presents data on the size of the department as indicated by the number of faculty. Represented in these figures are total tenured and tenure track faculty (in FTEs) within a department whose salaries are supported by institutional monies (i.e., university, college, or resident instructional monies). Also reported are the number and percentage of departments which have faculty in non-tenure track positions. As can be seen, doctoral departments in general tend to have a larger tenured and tenure track faculty than master's departments, and faculty size typically is larger for departments in public institutions as compared to those in private institutions. The size of Canadian

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[1] Full-time equivalents are used to convert the number of persons with part-time or split appointments to an equivalent number of full-time persons, according to institutionally agreed upon conventions. The procedures used to compile these data vary among institutions.

departments tends to be larger than that of U.S. departments. Over one half of both U.S. and Canadian departments report having faculty in non-tenure track positions, and this is a more common practice among private U.S. institutions. However, the actual number of FTEs accounted for by these positions is typically quite small.

Information on the ratio of faculty (in FTEs) to graduate students in U.S. and Canadian psychology departments is provided in Table 12. These ratios are based on the total number of faculty FTEs (i.e., tenured, tenure track, and non-tenure track) paid by institutional sources divided by the total number of full- and part-time graduate students for 1985-86. Although these ratios are crude, they are provided so as to allow a preliminary sense of faculty staffing patterns for graduate students and differences among various types of departments. Previous figures on faculty/student ratios have been based on assumptions about the relationships between faculty size and total student enrollments (both graduate and undergraduate); however, graduate enrollments may be more strongly related to faculty size, given that graduate education is more faculty intensive than undergraduate education (Institute of Medicine, 1985).

Table 13 presents data on the level of secretarial/clerical and research support staff in graduate departments of psychology. Displayed are the distributions of total staff FTEs within departments for selected positions which are paid by institutional monies, along with the number of departments which have additional staff who are supported by external and other sources of funds (e.g., research grants). In general, it appears that Canadian departments are much more likely to have secretarial/clerical and research support funded by departmental and other monies as compared to departments in U.S. institutions, particularly master's departments.

Reported in Table 14 are departmental resources for operations (e.g., copying, telephone, and postage). Given that the numbers and types of services covered by departmental operations budgets can vary across departments, an attempt has been made to roughly account for these differences, based on the number of services for which monies are allocated in the departmental budget. In reporting departmental budgets for operations, chairs were asked to indicate the types of items which were included in the budgets: long-distance telephone; other telephone service; postage; freight and delivery expenses; xerox/copying; office supplies; building maintenance; equipment maintenance; and other. The average amount of operations support per FTE faculty is reported in Table 14, based on the number of items included in the operations budget. For departmental budgets covering 6 of the 9 items listed above, typical services include long distance and other telephone charges, postage, xerox/copying charges, and office supplies, along with freight/delivery expenses or equipment maintenance. When budgets were comprised by 7 of the 9 items, support for building maintenance was most frequently included in addition to the 6 categories of support previously listed. Budgets including 8 of the 9 items again consisted of monies for long distance and other telephone charges, postage, xerox/copying and office supplies, along with freight/delivery expenses, equipment maintenance, and building maintenance or other (e.g., animal supplies, books, and laboratory supplies). As Table 14 shows, the findings are similar to results obtained in previous Departmental Surveys for operations support (Stapp, 1984) inasmuch as support levels tend to be slightly higher in private institutions.

Reported in Tables 15, 16, and 17 is information on departmental and institutional support for acquiring and upgrading instructional and research

equipment, computer usage, and faculty travel. Concerning available funds for equipment acquisition and updating, 45.4% of all U.S. departments and 35.3% of Canadian departments have both monies in the departmental budget and other institutional funding available (e.g., university funds for faculty pilot research and monies distributed by a dean's or vice president's office). For U.S. doctoral departments, the average amount of departmental funds for research/instructional equipment per faculty member is higher in public institutions as compared to private colleges and universities. With regard to support for computer activities, both U.S. and Canadian institutions tend to provide these services to faculty, although doctoral departments are more likely to have a separate line item in their departmental budgets for this activity.

In Table 17, data are reported on faculty travel support. Over one half of all U.S. and Canadian departments have monies for faculty travel included in their departmental budgets and other sources of institutional funds (e.g., college dean's fund) which are available to them for this activity. As in the case of operations support, travel support is higher in private institutions.

As previously indicated, Tables 13-17 provide information on support for various activities provided by the departmental budget or other institutional sources (e.g., graduate dean's fund). However, other sources of funds may be available to department chairs. For example, 66.9% of all U.S. departments and 58.8% of Canadian departments responding to the survey had external funds available (e.g., grants and contracts for research, training, and equipment). Within U.S. departments, doctoral departments were more likely to have this type of support (78.5% of public and 69.2% of private doctoral departments) than master's departments (49.4% of public and 48.5% of private master's departments). In addition, over one-third (36.9%) of all U.S. and 41.2% of all Canadian departments also had other funds available which were generated in return for services and controlled by the chair (e.g., clinic revenues and fees from workshops). Within U.S. departments, corresponding figures are 50.0% for public doctoral departments, 32.1% for doctoral departments in private institutions, 23.5% for public master's departments, and 18.2% for private master's departments. Tables 18, 19, and 20 present data on the range of support mechanisms, including external monies and other sources, which may be used for various faculty and student activities.

In Table 21, an indication is provided of the activities most in need of additional institutional support, as judged by department chairs. The activities most frequently ranked as the top five activities needing additional institutional support were graduate student stipends and faculty salaries. Whereas chairs of U.S. departments targeted secretarial/clerical support, faculty travel, and acquisition of research equipment, Canadian chairs most commonly cited research support staff and laboratory/animal supplies.

Table 11

Faculty Size in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Faculty Size	U.S. Departments: Doctoral, Public		U.S. Departments: Doctoral, Private		U.S. Departments: Master's, Public		U.S. Departments: Master's, Private		All U.S. Departments		All Canadian Departments	
	N	%	N	%	N	%	N	%	N	%	N	%
All Departments	(N = 158)		(N = 78)		(N = 81)		(N = 33)		(N = 350)		(N = 17)	
Size of tenured/tenure track faculty (in FTEs)												
0 - 4.99	9	(5.7)	3	(3.8)	4	(4.9)	9	(27.3)	25	(7.1)	0	(0.0)
5 - 9.99	18	(11.4)	16	(20.5)	28	(34.6)	19	(57.5)	81	(23.1)	0	(0.0)
10 - 14.99	19	(12.0)	13	(16.7)	18	(22.2)	5	(15.2)	55	(15.7)	1	(5.9)
15 - 19.99	21	(13.3)	17	(21.8)	10	(12.3)	0	(0.0)	48	(13.7)	2	(11.8)
20 - 29.99	40	(25.3)	17	(21.8)	13	(16.0)	0	(0.0)	70	(20.0)	5	(29.4)
30 - 39.99	25	(15.8)	2	(2.6)	3	(3.7)	0	(0.0)	30	(8.6)	3	(17.6)
40 - 49.99	7	(4.4)	0	(0.0)	0	(0.0)	0	(0.0)	7	(2.0)	5	(29.4)
50 and above	3	(1.9)	0	(0.0)	0	(0.0)	0	(0.0)	3	(0.9)	0	(0.0)
Not specified	16	(10.1)	10	(12.8)	5	(6.2)	0	(0.0)	31	(8.9)	1	(5.9)
Median	20.00		15.12		11.50		8.00		14.50		28.85	
Q1	12.82		9.00		8.00		4.38		8.00		23.75	
Q3	28.50		20.75		18.00		8.42		22.00		41.00	
Mean	21.59		15.31		13.31		6.92		16.76		31.29	
SD	13.21		7.77		7.26		3.35		11.30		10.73	
Number of departments reporting faculty in non-tenure track positions	85	(53.8)	48	(61.5)	47	(58.0)	23	(69.7)	203	(58.0)	9	(52.9)
Psychology Departments	(N = 97)		(N = 51)		(N = 65)		(N = 21)		(N = 234)		(N = 17)	
Size of tenured/tenure track faculty (in FTEs)												
0 - 4.99	2	(2.1)	0	(0.0)	2	(3.1)	4	(19.0)	8	(3.4)	0	(0.0)
5 - 9.99	0	(0.0)	3	(5.9)	19	29.2)	14	(66.6)	36	(15.4)	0	(0.0)
10 - 14.99	9	(9.3)	9	(17.6)	17	(26.2)	3	(14.3)	38	(16.2)	1	(5.9)
15 - 19.99	13	(13.4)	14	(27.5)	9	(13.8)	0	(0.0)	36	(15.8)	2	(11.8)
20 - 29.99	32	(33.0)	16	(31.4)	12	(18.5)	0	(0.0)	60	(25.6)	5	(29.4)
30 - 39.99	21	(21.6)	2	(3.9)	3	(4.6)	0	(0.0)	26	(11.1)	3	(17.6)
40 - 49.99	7	(7.2)	0	(0.0)	0	(0.0)	0	(0.0)	7	(3.0)	5	(29.4)
50 and above	3	(3.1)	0	(0.0)	0	(0.0)	0	(0.0)	3	(1.3)	0	(0.0)
Not specified	10	(10.3)	7	(13.7)	3	(4.6)	0	(0.0)	20	(8.5)	1	(5.9)
Median	24.90		18.75		12.75		8.00		18.00		28.85	
Q1	18.00		14.13		8.44		5.50		11.00		23.75	
Q3	35.00		22.19		19.38		8.75		25.00		41.00	
Mean	26.86		18.78		14.30		7.36		19.65		31.29	
SD	13.02		6.47		7.36		3.03		11.74		10.73	
Number of departments reporting faculty in non-tenure track positions	53	(54.6)	31	(60.8)	41	(63.1)	15	(71.4)	140	(59.8)	9	(52.9)

Note. FTEs refer to full-time equivalents. Excluded in the numbers are faculty positions which are paid for by external monies (e.g., research grants).

Table 12

Faculty/Graduate Student Ratios in U.S. and Canadian Graduate Departments of Psychology by Type of Department: 1985-86[a]

Department Type	Doctoral	Master's	All U.S. Departments	Canadian Departments
All department types				
Median	.239	.331	.264	.614
Q1	.132	.197	.151	.375
Q3	.386	.576	.427	.734
N	174	90	264	17
Psychology				
Median	.317	.353	.328	.622
Q1	.215	.214	.215	.375
Q3	.416	.600	.500	.864
N	111	78	189	17
Educational psychology				
Median	.138	b	.130	--
Q1	.105	b	.103	--
Q3	.181	b	.178	--
N	20	1	21	0
Counseling/counselor education				
Median	.090	.088	.089	--
Q1	.064	b	.062	--
Q3	.113	b	.112	--
N	19	5	24	0
Professional schools				
Median	.086	--	.086	--
Q1	.066	--	.066	--
Q3	.152	--	.152	--
N	11	0	11	0

Note. The Ns refer to the number of departments with available data. Information on human development and other types of departments are not included due to the small number of respondents.

[a]These ratios were calculated by dividing the total number of full-time doctoral and master's students into the total number of faculty (in FTEs) in a department.

[b]No figures are reported due to the small number of departments which responded to the survey.

Table 13

Secretarial/Clerical and Research Support Staff in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Staff in FTEs	U.S. Departments: Doctoral, Public (N = 158) N	%	U.S. Departments: Doctoral, Private (N = 78) N	%	U.S. Departments: Master's, Public (N = 81) N	%	U.S. Departments: Master's, Private (N = 33) N	%	All U.S. Departments (N = 350) N	%	All Canadian Departments (N = 17) N	%
Secretarial/clerical staff paid by departmental budget:												
0.00 - 0.99	2	(1.3)	2	(2.6)	4	(4.9)	7	(21.2)	15	(4.3)	0	(0.0)
1.00 - 1.99	15	(9.5)	5	(6.4)	35	(43.2)	17	(51.5)	72	(20.6)	0	(0.0)
2.00 - 2.99	18	(11.4)	15	(19.2)	25	(30.7)	6	(18.2)	64	(18.3)	1	(5.9)
3.00 - 3.99	21	(13.3)	11	14.1)	3	(3.9)	1	(3.0)	36	(10.3)	1	(5.9)
4.00 - 4.99	20	(12.7)	7	(9.0)	2	(2.5)	0	(0.0)	29	(8.3)	3	(17.6)
5.00 - 5.99	9	(5.7)	8	(10.3)	1	(1.2)	0	(0.0)	18	(5.1)	1	(5.9)
6.00 - 6.99	10	(6.3)	7	(9.0)	0	(0.0)	0	(0.0)	17	(4.9)	1	(5.9)
7.00 - 7.99	10	(6.3)	4	(5.1)	0	(0.0)	0	(0.0)	14	(4.0)	4	(23.5)
8.00 - 8.99	13	(8.2)	4	(5.1)	0	(0.0)	0	(0.0)	17	(4.9)	3	(17.6)
10.00 or more	17	(10.8)	2	(2.6)	1	(1.2)	0	(0.0)	20	(5.7)	3	(17.6)
Not specified	23	(14.6)	11	(14.1)	10	(12.3)	2	(6.0)	46	(13.1)	0	(0.0)
Dpartments reporting secretarial/clerical staff paid for by other funds	62	(39.2)	35	(44.9)	12	(14.8)	7	(21.2)	122	(34.9)	9	(52.9)
Laboratory assistants paid by departmental budget:												
None	85	(53.8)	51	(65.4)	56	(69.1)	31	(93.9)	223	(63.7)	4	(23.5)
0.01 - 0.99	9	(5.7)	8	(10.3)	12	(14.8)	2	(6.1)	31	(8.9)	3	(17.6)
1.00 - 1.99	21	(13.3)	6	(7.7)	8	(9.9)	0	(0.0)	35	(10.0)	2	(11.8)
2.00 - 2.99	9	(5.7)	5	(6.4)	0	(0.0)	0	(0.0)	14	(4.0)	4	(23.5)
3.00 - 4.99	10	(6.3)	0	(0.0)	0	(0.0)	0	(0.0)	10	(2.9)	3	(17.6)
5.00 or more	1	(0.6)	1	(1.3)	0	(0.0)	0	(0.0)	2	(0.6)	1	(5.9)
Not specified	23	(14.6)	7	(9.0)	5	(6.2)	0	(0.0)	35	(10.0)	0	(0.0)
Departments reporting laboratory assistants paid for by other funds	31	(19.6)	17	(21.8)	4	(4.9)	0	(0.0)	50	(14.3)	9	(52.9)
Electronic technicians & woodworking staff paid by departmental budget												
None	88	(55.7)	49	(62.8)	66	(81.5)	33	(100.0)	236	(67.4)	2	(11.8)
0.01 - 0.99	6	(3.8)	2	(2.6)	3	(3.7)	0	(0.0)	11	(3.1)	1	(5.0)
1.00 - 1.99	26	(16.5)	16	(20.5)	5	(6.2)	0	(0.0)	47	(13.4)	3	(17.6)
2.00 - 2.99	7	(4.4)	3	(3.8)	1	(1.2)	0	(0.0)	11	(3.1)	4	(23.5)
3.00 - 4.99	9	(5.7)	2	(2.6)	0	(0.0)	0	(0.0)	11	(3.1)	7	(41.2)
5.00 or more	3	(1.9)	0	(0.0)	0	(0.0)	0	(0.0)	3	(0.9)	0	(0.0)
Not specified	19	(12.0)	6	(7.7)	6	(7.4)	0	(0.0)	31	(8.9)	0	(0.0)
Departments reporting electronic technicians & woodworking staff paid by other funds	15	(9.5)	7	(9.0)	0	(0.0)	0	(0.0)	22	(6.3)	1	(5.9)
Postdoctoral research fellows paid by departmental budget:												
None	130	(82.3)	67	(85.9)	77	(95.1)	32	(97.0)	306	(87.4)	12	(70.6)
0.01 - 1.99	6	(3.8)	5	(6.4)	0	(0.0)	0	(0.0)	11	(3.1)	1	(5.9)
2.00 - 4.99	3	(1.9)	0	(0.0)	0	(0.0)	1	(3.0)	4	(1.1)	3	(17.6)
Not specified	19	(12.0)	6	(7.7)	4	(4.9)	0	(0.0)	29	(8.3)	1	(5.9)
Departments reporting postdoctoral fellows paid by other funds	22	(13.9)	18	(23.1)	2	(2.5)	0	(0.0)	45	(12.9)	7	(41.2)
Other research support staff paid by departmental budget:												
None	114	(72.2)	60	(76.9)	73	(90.1)	32	(97.0)	279	(79.7)	5	(29.4)
0.01 - 0.99	7	(4.4)	4	(5.1)	3	(3.7)	1	(3.0)	15	(4.3)	1	(5.9)
1.00 - 1.99	10	(6.3)	7	(9.0)	0	(0.0)	0	(0.0)	17	(4.9)	10	(58.8)
2.00 - 2.99	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	0.0)	1	(5.9)
3.00 - 4.99	2	(1.3)	0	(0.0)	0	(0.0)	0	(0.0)	2	(0.6)	0	(0.0)
5.00 and above	3	(1.9)	0	(0.0)	0	(0.0)	0	(0.0)	3	(0.9)	0	(0.0)
Not specified	22	(13.9)	7	(9.0)	5	(6.2)	0	(0.0)	34	(9.7)	0	(0.0)
Departments reporting other research support staff paid by other funds	20	(12.7)	12	(15.4)	2	(2.5)	0	(0.0)	34	(9.7)	4	(23.5)

Note. FTEs refer to full-time equivalents and are used to convert the number of persons with part-time or split appointments to an equivalent number of full-time persons.

[a] "Other funds" include those paid by non-institutional sources such as federal research grants.

Table 14

Operations Support in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Average amount of operations support per FTE faculty[a]		U.S. Departments: Doctoral Public (N=158)	U.S. Departments: Doctoral Private (N=78)	U.S. Departments: Master's Public (N=81)	U.S. Departments: Master's Private (N=33)	All U.S. Departments (N=350)	All Canadian Departments (N=17)
For budgets including all nine items:		(N = 22)	(N = 12)	(N = 3)	(N = 0)	(N = 37)	(N = 3)
	Median	$2,850	$3,690	b	b	$2,820	b
	Q1	$1,522	$2,228	b	b	$1,726	b
	Q3	$3,996	$14,086	b	b	$4,592	b
For budgets including eight items only:		(N = 42)	(N = 11)	(N = 10)	(N = 4)	(N = 67)	(N = 3)
	Median	$2,021	$2,066	$1,012	b	$1,925	b
	Q1	$1,341	$1,500	$600	b	$1,247	b
	Q3	$2,768	$4,073	$1,269	b	$2,727	b
For budgets including seven items only:		(N = 40)	(N = 15)	(N = 22)	(N = 9)	(N = 86)	(N = 5)
	Median	$1,534	$2,318	$1,143	$1,325	$1,487	$2,852
	Q1	$1,192	$1,750	$777	b	$1,088	$692
	Q3	$2,595	$4,375	$1,388	b	$2,354	$6,351
For budgets including six items only:		(N = 11)	(N = 10)	(N = 10)	(N = 8)	(N = 39)	(N = 2)
	Median	$1,387	$2,143	$848	$999	$1,363	b
	Q1	$714	$850	$613	b	$636	b
	Q3	$3,300	$2,999	$1,682	b	$2,533	b

Note. Dollar amounts for Canadian departments are reported in Canadian dollars.

[a]Given that the activities supported by operations budgets may differ across departments, chairs were asked to indicate the activities included in their operations budgets. A maximum of nine activities were listed: long-distance telephone; other telephone service; postage; freight and delivery expenses; xerox/copying; office supplies; building maintenance; equipment maintenance; and other. The average support per FTE faculty was derived by dividing the departmental budget for operations by the total FTE faculty in the department. Only those departments reporting both departmental operations budgets and faculty in tenured and tenure track positions whose salaries were paid by institutional (i.e., university, college, or resident instruction) monies were included.

[b]No figures are reported due to the small number of respondents.

Table 15

Departmental and Institutional Support for Acquiring and Upgrading Instructional and Research Equipment in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Type and Level of Support	U.S. Departments: Doctoral, Public (N=158)		U.S. Departments: Doctoral, Private (N=78)		U.S. Departments: Master's, Public (N=81)		U.S. Departments: Master's, Private (N=33)		All U.S. Departments (N=350)		Canadian Departments (N=17)	
Departmental and institutional funding sources available for acquiring/upgrading instructional and research equipment:[a]												
Departmental budget only	7	(4.4)	11	(14.1)	12	(14.8)	7	(21.2)	37	(10.6)	4	(23.5)
Other institutional source only	37	(23.4)	12	(15.4)	15	(18.5)	4	(12.1)	68	(19.4)	2	(11.8)
Departmental budget and other institutional sources	75	(47.5)	33	(42.3)	33	(40.7)	18	(54.5)	159	(45.4)	6	(35.3)
None of the above	4	(2.5)	2	(2.6)	3	(3.7)	2	(6.1)	11	(3.1)	1	(5.9)
Not specified	35	(22.2)	20	(25.6)	18	(22.2)	2	(6.1)	75	(21.4)	4	(23.5)
N	158	(100.0)	78	(100.0)	81	(100.0)	33	(100.0)	350	(100.0)	17	(100.0)
Average amount of funds for research equipment per FTE faculty:[b]												
Median	$482		$391		$308		$368		$387		$1,071	
Q1	$241		$250		$129		$223		$205		$425	
Q3	$985		$740		$590		$782		$802		$2,545	
N	77		45		47		24		193		10	

Note. The Ns refer to the number of departments reporting the information. Dollars amounts for Canadian departments are reported in Canadian dollars.

[a]Excluded in the departmental budget are external monies from faculty grants or contracts. "Institutional source" refers to such other sources as graduate dean's or vice president's research funds.

[b]This was derived by dividing the departmental budget for acquiring and upgrading research and instructional equipment by the total FTE for tenured and tenure track faculty in the department. Only those departments reporting both equipment budgets and tenured/tenure track faculty whose salaries were paid by institutional (i.e., university, college, or resident instruction) monies were included.

Table 16

Departmental and Institutional Support for Computer Usage in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Questions Regarding Type and Level of Support	U.S. Departments: Doctoral, Public (N = 158)				U.S. Departments: Doctoral, Private (N = 78)				U.S. Departments: Master's, Public (N = 81)				U.S. Departments: Master's, Private (N = 33)				All U.S. Departments (N = 350)				Canadian Departments (N = 17)			
	N		%		N		%		N		%		N		%		N		%		N		%	
"Did your department have a separate budget line item in 1984-85 for computer usage by your faculty and graduate students?"																								
Yes	57	(36.1%)			22	(28.2%)			14	(17.3%)			3	(9.1%)			96	(27.4%)			5	(29.4%)		
No, computing is free and provided by the institution	77	(48.7%)			42	(53.8%)			56	(69.1%)			28	(84.8%)			203	(58.0%)			9	(52.9%)		
No, computing is not free and must be paid for with other money	9	(5.7%)			5	(6.4%)			6	(7.4%)			2	(6.1%)			22	(6.3%)			2	(11.8%)		
Not specified	15	(9.5%)			9	(11.5%)			5	(6.2%)			0	(0.0%)			29	(8.3%)			1	(5.9%)		

Note. The Ns refer to the number of departments reporting the information. Dollar amounts for Canadian departments are reported in Canadian dollars.

Table 17

Faculty Travel Support in U.S. and Canadian Graduate Departments of Psychology: 1984-85

Travel Support	U.S. Departments: Doctoral, Public (N=158)		U.S. Departments: Doctoral, Private (N=78)		U.S. Departments: Master's, Public (N=81)		U.S. Departments: Master's, Private (N=33)		All U.S. Departments (N=350)		All Canadian Departments (N=17)	
Department and institutional funding sources available for faculty travel support:[a]												
Departmental budget only: N (%)	25	(15.8)	23	(29.5)	13	(16.0)	8	(24.2)	69	(19.7)	1	(5.9)
Other institutional source: N (%)	24	(15.2)	14	(17.9)	7	(8.6)	5	(15.2)	50	(14.3)	5	(29.4)
Departmental budget and other institutional source: N (%)	89	(56.3)	29	(37.2)	53	(65.4)	16	(48.5)	187	(53.4)	9	(52.9)
None of the above	0	(0.0)	0	(0.0)	1	(1.2)	0	(0.0)	1	(0.3)	1	(5.9)
Not specified: N (%)	20	(12.7)	12	(15.4)	7	(8.6)	4	(12.1)	43	(12.2)	1	(5.9)
N	158	(100.0)	78	(100.0)	81	(100.0)	33	(100.0)	350	(100.0)	17	(100.0)
Average amount of departmentally budgeted travel support per FTE faculty:[b]												
Median	$200		$255		$194		$288		$229		$309	
Q1	$127		$161		$115		$221		$135		$161	
Q3	$357		$452		$318		$562		$362		$437	
N	109		50		65		22		246		9	
Dollar limit on amount a faculty member could receive:												
Yes: N (%)	85	(73.3)	36	(64.3)	40	(59.7)	11	(45.8)	172	(64.9)	8	(80.0)
No: N (%)	31	(26.7)	17	(30.4)	27	(40.3)	13	(54.2)	88	(33.2)	2	(20.0)
Not specified: N (%)	2	(1.7)	3	(5.4)	0	(0.0)	0	(0.0)	5	(1.9)	0	(0.0)
N	118	(100.0)	56	(100.0)	67	(100.0)	24	(100.0)	265	(100.0)	10	(100.0)
Amount of limit:												
Median	$300		$375		$260		$300		$300		$650	
Q1	$232		$200		$150		$150		$200		$425	
Q3	$400		$463		$400		$625		$400		$787	
N	76		34		39		9		158		8	

Note. The Ns refer to the number of departments providing the information. Dollar amounts for Canadian departments are reported in Canadian dollars.

[a]Excluded in the departmental budget are travel monies available from external grants, contracts, or fellowships awarded to faculty or the department. "Institutional source" refers to such other sources as a graduate dean's fund to which faculty can apply for support.

[b]This was derived by dividing the departmental budget for faculty travel by the total FTE for tenured and tenure track faculty in the department. Only those departments reporting both departmental travel budgets and faculty in tenured and tenure track positions whose salaries were paid by institutional (i.e., university, college, or resident instruction) monies were included.

Table 18

Sources of Support for Departmental Activities in U.S. Doctoral Departments of Psychology: 1984-85

	Source of support[a]								
	Departmental Budget		Institutional Service		Non-Institutional Funds		Other Funds		N
	N	%	N	%	N	%	N	%	
Public institutions (N=158)									
Secretarial/clerical staff	135	(90.6)	21	(14.1)	37	(24.8)	4	(2.7)	149
Research support staff	54	(43.9)	36	(29.3)	59	(48.0)	8	(6.5)	123
Faculty salaries	130	(87.8)	23	(15.5)	34	(23.0)	4	(2.7)	148
Graduate student stipends	116	(78.9)	59	40.1)	60	(40.8)	18	(12.2)	147
Postage	135	(91.2)	15	(10.1)	27	(18.2)	8	(5.4)	148
Freight and delivery	132	(91.0)	13	(9.0)	23	(15.9)	5	(3.4)	145
Long distance telephone	136	(91.3)	13	(8.7)	32	(21.5)	10	(6.7)	149
Other telephone service	130	(89.7)	15	(10.3)	21	(14.5)	7	(4.8)	145
Printing	134	(91.8)	19	(13.0)	27	(18.5)	6	(4.1)	146
Office supplies	141	(94.6)	8	(5.4)	25	(16.8)	10	(6.7)	149
Laboratory/animal supplies	97	(89.8)	11	(10.2)	38	(35.3)	4	(3.7)	108
Faculty travel	114	(77.0)	60	(40.5)	53	(35.8)	15	(10.1)	148
Graduate student travel	41	(36.0)	56	(49.1)	45	(39.5)	22	(19.3)	114
Seed money for pilot research	38	(28.8)	106	(80.3)	26	(19.7)	16	(12.1)	132
Graduate student dissertation research	45	(40.1)	59	(52.7)	31	(27.7)	17	(15.2)	112
Building repair and maintenance	38	(28.1)	110	(81.5)	4	(3.0)	2	(1.5)	135
Equipment repair and maintenance	121	(85.2)	35	(24.6)	26	(18.3)	5	(3.5)	142
Computer expenses	50	(36.0)	110	(79.1)	27	(19.4)	3	(2.2)	139
Research equipment acquisition	79	(58.5)	73	(54.1)	52	(38.5)	10	(7.4)	135
Instructional equipment acquisition	94	(66.2)	75	(52.8)	10	(7.0)	5	(3.5)	142
Library/journal acquisition	45	(32.1)	104	(74.3)	8	(5.7)	4	(2.9)	140
Faculty recruiting	75	(53.2)	91	(64.5)	3	(2.1)	5	(3.5)	141
Departmental colloquia	107	(79.3)	43	(31.9)	13	(9.6)	13	(9.6)	135
Other	3	(75.0)	0	(0.0)	1	(25.0)	0	(0.0)	4
Private institutions (N=78)									
Secretarial/clerical staff	66	(90.4)	11	(15.1)	16	(21.9)	6	(8.2)	73
Research support staff	26	(47.3)	9	(16.4)	30	(54.5)	3	(5.5)	55
Faculty salaries	66	(90.4)	6	(8.2)	14	(19.2)	2	(2.7)	73
Graduate student stipends	49	(68.1)	26	(36.1)	26	(36.1)	5	(6.9)	72
Postage	61	(85.9)	16	(22.5)	13	(18.3)	1	(1.4)	71
Freight and delivery	61	(85.9)	10	(14.1)	14	(19.7)	1	(1.4)	71
Long distance telephone	60	(84.5)	11	(15.5)	15	(21.1)	1	(1.4)	71
Other telephone service	57	(81.4)	13	(18.6)	7	(10.0)	1	(1.4)	70
Printing	64	(88.9)	12	(16.7)	12	(16.7)	2	(2.8)	72
Office supplies	68	(94.4)	5	(6.9)	14	(19.4)	5	(6.9)	72
Laboratory/animal supplies	44	(84.6)	6	(11.5)	22	(42.3)	7	(13.5)	52
Faculty travel	54	(74.0)	25	(34.2)	24	(32.9)	6	(8.2)	73
Graduate student travel	22	(42.3)	25	(48.1)	16	(30.8)	5	(9.6)	52
Seed money for pilot research	24	(40.0)	43	(71.7)	9	(15.0)	5	(8.3)	60
Graduate student dissertation research	29	(58.0)	21	(42.0)	16	(32.0)	5	(10.0)	50
Building repair and maintenance	24	(35.3)	49	(72.1)	1	(1.5)	2	(2.9)	68
Equipment repair and maintenance	61	(84.7)	22	(30.6)	11	(15.3)	3	(4.2)	72
Computer expenses	22	(31.9)	53	(76.8)	17	(24.6)	2	(2.9)	69
Research equipment acquisition	41	(59.4)	34	(49.3)	28	(40.6)	4	(5.8)	69
Instructional equipment acquisition	53	(73.6)	28	(38.9)	2	(2.8)	3	(4.2)	72
Library/journal acquisition	26	(37.7)	49	(71.0)	4	(5.8)	1	(1.4)	69
Faculty recruiting	31	(43.7)	50	(70.4)	2	(2.8)	2	(2.8)	71
Departmental colloquia	53	(79.1)	16	(23.9)	1	(1.5)	4	(6.0)	67
Other	3	(50.0)	4	(66.7)	1	(16.7)	0	(0.0)	6

Note. The Ns refer to departments reporting at least one source or any combination of sources for the activities. As more than one source can be reported, numbers and percentages may not total to 100.0%.

[a]These categories are defined as follows:

Departmental budget: Included in the departmental budget; activity is supported by the institution.

Institutional service: Not included in the departmental budget but the institution provides the service (e.g., computing facilities).

Non-institutional funds: Supported by monies awarded to the department by external organizations (e.g., federal research grants).

Other funds: Includes other monies that are controlled by the chair.

Table 19

Sources of Support for Departmental Activities in U.S. Master's Departments of Psychology: 1984-85

	Source of Support[a]								
	Departmental Budget		Institutional Service		Non-Institutional Funds		Other Funds		
	N	%	N	%	N	%	N	%	N
Public institutions (N = 81)									
Secretarial/clerical staff	52	(66.7)	30	(38.5)	4	(5.1)	1	(1.3)	78
Research support staff	18	(40.9)	18	(40.9)	15	(34.1)	1	(2.3)	44
Faculty salaries	48	(61.5)	37	(47.4)	3	(3.8)	1	(1.3)	78
Graduate student stipends	40	(56.3)	39	(54.9)	8	(11.3)	0	(0.0)	71
Postage	58	(74.4)	24	(30.8)	1	(1.3)	0	(0.0)	78
Freight and delivery	57	(74.0)	23	(29.9)	1	(1.3)	0	(0.0)	77
Long distance telephone	56	(71.8)	26	(33.3)	2	(2.6)	0	(0.0)	78
Other telephone service	53	(67.9)	29	(37.2)	2	(2.6)	0	(0.0)	78
Printing	68	(88.3)	18	(23.4)	1	(1.3)	0	(0.0)	77
Office supplies	75	(96.2)	7	(9.0)	2	(2.6)	1	(1.3)	78
Laboratory/animal supplies	61	(91.0)	9	(13.4)	3	(4.5)	1	(1.5)	67
Faculty travel	65	(83.3)	30	(38.5)	6	(7.7)	2	(2.6)	78
Graduate student travel	15	(51.7)	11	(37.9)	5	(17.2)	2	(6.9)	29
Seed money for pilot research	10	(17.2)	41	(70.7)	7	(12.1)	3	(5.2)	58
Graduate student dissertation research	14	(43.8)	14	(43.8)	4	(12.5)	4	(12.5)	32
Building repair and maintenance	11	(15.3)	63	(87.5)	0	(0.0)	0	(0.0)	72
Equipment repair and maintenance	59	(76.6)	26	(33.8)	1	(1.3)	0	(0.0)	77
Computer expenses	18	(24.7)	62	(84.9)	0	(0.0)	0	(0.0)	73
Research equipment acquisition	44	(66.7)	30	(45.5)	6	(9.1)	3	(4.5)	66
Instructional equipment acquisition	55	(77.5)	31	(43.7)	1	(1.4)	1	(1.4)	71
Library/journal acquisition	17	(22.7)	65	(86.7)	0	(0.0)	0	(0.0)	75
Faculty recruiting	32	(42.7)	55	(73.3)	0	(0.0)	0	(0.0)	75
Departmental colloquia	49	(74.2)	21	(31.8)	3	(4.5)	4	(6.1)	66
Other	2	(66.7)	1	(33.3)	0	(0.0)	1	(0.0)	3
Private institutions (N = 33)									
Secretarial/clerical staff	21	(65.6)	12	(37.5)	1	(3.1)	0	(0.0)	32
Research support staff	6	(46.2)	5	(38.5)	3	(23.1)	0	(0.0)	13
Faculty salaries	18	(58.1)	13	(41.9)	0	(0.0)	0	(0.0)	31
Graduate student stipends	11	(37.9)	18	(62.1)	5	(17.2)	0	(0.0)	29
Postage	25	(80.6)	6	(19.4)	0	(0.0)	0	(0.0)	31
Freight and delivery	24	(77.4)	7	(22.6)	0	(0.0)	0	(0.0)	31
Long distance telephone	19	(61.3)	12	(38.7)	0	(0.0)	0	(0.0)	31
Other telephone service	16	(55.2)	13	(44.8)	0	(0.0)	0	(0.0)	29
Printing	26	(83.9)	5	(16.1)	0	(0.0)	0	(0.0)	31
Office supplies	28	(90.3)	3	(9.7)	0	(0.0)	0	(0.0)	31
Laboratory/animal supplies	21	(91.3)	1	(4.3)	2	(8.7)	0	(0.0)	23
Faculty travel	20	(62.5)	14	(43.8)	4	(12.5)	0	(0.0)	32
Graduate student travel	5	(45.5)	5	(45.5)	2	(18.2)	1	(9.1)	11
Seed money for pilot research	4	(17.4)	19	(82.6)	1	(4.3)	0	(0.0)	23
Graduate student dissertation research	6	(75.0)	1	(12.5)	2	(25.0)	0	(0.0)	8
Building repair and maintenance	5	(17.9)	24	(85.7)	0	(0.0)	0	(0.0)	28
Equipment repair and maintenance	23	(79.3)	7	(24.1)	1	(3.4)	0	(0.0)	29
Computer expenses	2	(7.4)	25	(92.6)	0	(0.0)	0	(0.0)	27
Research equipment acquisition	18	(69.2)	8	(30.8)	1	(3.8)	2	(7.7)	26
Instructional equipment acquisition	20	(71.4)	10	(35.7)	1	(3.6)	0	(0.0)	28
Library/journal acquisition	6	(20.7)	23	(79.3)	0	(0.0)	1	(3.4)	29
Faculty recruiting	2	(6.9)	27	(93.1)	0	(0.0)	0	(0.0)	29
Departmental colloquia	14	(53.8)	12	(46.2)	0	(0.0)	0	(0.0)	26
Other	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0

Note. The Ns refer to departments reporting at least one source or any combination of sources for the activities. As more than one source can be reported, numbers and percentages may not total to 100.0%.

[a]These categories are defined as follows:

Departmental budget: Included in the departmental budget; activity is supported by the institution.

Institutional service: Not included in the departmental budget but the institution provides the service (e.g., computing facilities).

Non-institutional funds: Supported by monies awarded to the department by external organizations (e.g., federal research grants).

Other funds: Includes other monies which are controlled by the chair.

Table 20

Sources of Support for Departmental Activities in Canadian Departments of Psychology: 1984-85

	Type of Support[a]								
	Departmental Budget		Institutional Service		Non-Institutional Funds		Other Funds		N
	N	%	N	%	N	%	N	%	
	Canadian departments (N=17)								
Secretarial/clerical staff	15	(88.2)	4	(23.5)	1	(5.9)	1	(5.9)	17
Research support staff	9	(60.0)	1	(6.7)	11	(73.3)	1	(6.7)	15
Faculty salaries	14	(82.4)	4	(23.5)	2	(11.8)	1	(5.9)	17
Graduate student stipends	12	(75.0)	6	(37.5)	7	(43.8)	1	(6.3)	16
Postage	13	(76.5)	4	(23.5)	3	(17.6)	0	(0.0)	17
Freight and delivery	14	(87.5)	1	(6.3)	5	(31.3)	1	(6.3)	16
Long distance telephone	16	(94.1)	1	(5.9)	5	(29.4)	1	(5.9)	17
Other telephone service	12	(80.0)	3	(20.0)	3	(20.0)	0	(0.0)	15
Printing	16	(100.0)	1	(6.3)	2	(12.5)	0	(0.0)	16
Office supplies	16	(94.1)	1	(5.9)	2	(11.8)	0	(0.0)	17
Laboratory/animal supplies	15	(93.8)	1	(6.3)	8	(50.0)	0	(0.0)	16
Faculty travel	8	(47.1)	10	(58.9)	7	(41.2)	0	(0.0)	17
Graduate student travel	4	(30.8)	7	(53.8)	6	(46.2)	2	(15.4)	13
Seed money for pilot research	4	(26.7)	12	(80.0)	2	(13.3)	0	(0.0)	15
Graduate student dissertation research	9	(64.3)	3	(21.4)	6	(42.9)	2	(14.3)	14
Building repair and maintenance	4	(28.6)	13	(92.9)	0	(0.0)	0	(0.0)	14
Equipment repair and maintenance	15	(88.2)	7	(41.2)	5	(29.4)	0	(0.0)	17
Computer expenses	7	(41.2)	12	(70.6)	3	(17.6)	0	(0.0)	17
Research equipment acquisition	10	(62.5)	10	(62.5)	10	(62.5)	2	(12.5)	16
Instructional equipment acquisition	14	(82.4)	11	(64.7)	1	(5.9)	0	(0.0)	17
Library/journal acquisition	5	(33.3)	12	(80.0)	0	(0.0)	1	(6.7)	15
Faculty recruiting	9	(56.3)	9	(56.3)	0	(0.0)	0	(0.0)	16
Departmental colloquia	16	(100.0)	3	(18.8)	2	(12.5)	0	(0.0)	16
Other	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0

Note. The Ns refer to departments reporting at least one source or any combination of sources for the activities. As more than one source can be reported, numbers and percentages may not total 100.0%

[a]These categories are defined as follows:

Departmental budget: Included in the departmental budget; activity is supported by the institution.

Institutional service: Not included in the departmental budget but the institution provides the service (e.g., computing facilities).

Non-institutional funds: Supported by monies awarded to the department by external organizations (e.g., federal research grants).

Other funds: Includes other monies which are controlled by the chair.

Table 21

Number and Percentage of Chairs in U.S. and Canadian Graduate Departments of Psychology Ranking Individual Departmental Activities as Most in Need of Additional Institutional Support: 1985-86

Departmental Activity	U.S. Departments									
	Doctoral				Master's				All U.S. Departments (N=350)		Canadian Departments (N=17)	
	Public (N=158)		Private (N=78)		Public (N=81)		Private (N=33)					
Secretarial/clerical staff	69	(43.7%)	31	(39.7%)	39	(48.1%)	13	(39.4%)	152	(43.4%)	4	(23.5%)
Research support staff	55	(34.8%)	18	(23.1%)	14	(17.8%)	7	(21.2%)	94	(26.9%)	6	(35.3%)
Faculty salaries	78	(49.4%)	33	(42.3%)	36	(44.4%)	18	(54.5%)	165	(47.1%)	6	(35.3%)
Graduate student stipends	92	(58.2%)	36	(46.2%)	41	(50.6%)	14	(42.4%)	183	(52.3%)	9	(52.9%)
Postage	3	(1.9%)	2	(2.6%)	2	(2.5%)	1	(3.0%)	8	(2.3%)	1	(5.9%)
Freight and delivery	2	(1.3%)	0	(0.0%)	0	(0.0%)	0	(0.0%)	2	(0.6%)	0	(0.0%)
Long-distance telephone	13	(8.2%)	3	(3.8%)	3	(3.7%)	0	(0.0%)	19	(5.4%)	0	(0.0%)
Other telephone service	6	(3.8%)	0	(0.0%)	2	(2.5%)	0	(0.0%)	8	(2.3%)	1	(5.9%)
Printing	7	(4.4%)	2	(2.6%)	2	2.5%)	4	(12.1%)	15	(4.3%)	0	(0.0%)
Office supplies	14	(8.9%)	2	(2.6%)	11	(13.6%)	5	(15.2%)	32	(9.1%)	3	(17.6%)
Laboratory/animal supplies	7	(4.4%)	5	(6.4%)	9	(11.1%)	2	(6.1%)	23	(6.6%)	5	(29.5%)
Faculty travel	69	(43.7%)	21	(26.9%)	45	(55.6%)	17	(51.5%)	152	(43.4%)	5	(29.4%)
Graduate student travel	18	(11.4%)	8	(10.3%)	4	(4.9%)	6	(18.2%)	36	(10.3%)	3	(17.6%)
Seed money for faculty pilot research	35	(22.2%)	18	(23.1%)	15	(18.5%)	10	(30.3%)	78	(22.3%)	1	(5.9%)
Graduate student dissertation research	21	(13.3%)	9	(11.5%)	2	(2.5%)	3	(9.1%)	35	(10.0%)	2	(11.8%)
Building repair and maintenance	11	(7.0%)	6	(7.7%)	7	8.6%)	2	(6.1%)	26	(7.4%)	1	(5.9%)
Equipment repair and maintenance	15	(9.5%)	4	(5.1%)	8	(9.9%)	5	(15.2%)	32	(9.1%)	3	(17.6%)
Computing expenses	8	(5.1%)	3	(3.8%)	3	(3.7%)	0	(0.0%)	14	(4.0%)	1	(5.9%)
Research equipment acquisition	37	(23.4%)	16	(20.5%)	27	(33.3%)	9	(27.3%)	89	(25.4%)	6	(35.3%)
Instructional equipment acquisition	23	(14.6%)	10	(12.8%)	24	(29.6%)	5	(15.2%)	62	(17.7%)	3	(17.6%)
Library/journal acquisition	10	(6.3%)	8	(10.3%)	8	(9.9%)	5	(15.2%)	31	(8.9%)	3	(17.6%)
Faculty recruiting	6	(3.8%)	2	(2.6%)	0	(0.0%)	0	(0.0%)	8	(2.3%)	1	(5.9%)
Departmental colloquia	6	(3.8%)	10	(12.8%)	6	(7.4%)	5	(15.2%)	27	(7.7%)	2	(11.8%)
Other	2	(1.3%)	2	(2.6%)	0	(0.0%)	0	(0.0%)	4	(1.1%)	0	(0.0%)

Note. Of the 24 activities listed above, chairs were asked to indicate the top five activities which, in their judgment, were most in need of additional support from their institution.

SECTION III

GRADUATE STUDENT SUPPORT: 1985-86

Section III: List of Tables

Table 22	Number and Percentage of Full-Time and Part-Time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1985-86
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SECTION III: GRADUATE STUDENT SUPPORT IN 1985-86

Presented in Table 22 are the percentages of full-time and part-time graduate students receiving financial support. Approximately three out of every five students in U.S. doctoral programs and two out of every three Canadian doctoral students are receiving either full or partial support. Concerning U.S. doctoral programs, a greater percentage of students receive at least some support who are enrolled in public institutions as compared to private institutions (63.6% vs. 49.2%). However, as Table 22 indicates, many of these students do not receive full support (i.e., tuition assistance plus stipend). Full-time master's students are even less likely to receive support (28.3% of students in U.S. departments and 49.3% in Canadian departments). Similar to past years, part-time graduate students are extremely unlikely to receive any form of support.

The amounts of assistance typically paid U.S. and Canadian graduate students are shown in Tables 23 and 24. These tables report the medians and quartiles for doctoral students involved in one of three levels of study (first year, intermediate year, and dissertation year) and for master's students in two levels of study (first year and beyond first year). The types or categories of assistance are teaching assistantships, research assistantships, fellowships, and traineeships. Given that the amount of time which a student is expected to spend in teaching and research assistantships may vary across departments, this year's results have accounted for these differences.

Table 22

Number and Percentage of Full-time and Part-time Students Supported in Doctoral and Master's Programs in U.S. and Canadian Graduate Departments of Psychology: 1985-86

Type of Program and Level of Support[a]	U.S. Graduate Departments of Psychology						Canadian Departments	
	Public		Private		All			
Doctoral Degree Programs	(N Depts=154)		(N Depts=75)		(N Depts=228)		(N Depts=15)	
Full-time students with full support	4,653	(42.7%)	1,509	(27.2%)	6,162	(37.5%)	146	(22.7%)
Full-time with partial support	2,277	(20.9%)	1,222	(22.0%)	3,499	(21.3%)	284	(44.1%)
Full-time students without support	3,215	(29.5%)	2,564	(46.3%)	5,779	(35.2%)	165	(25.6%)
Not specified	750	(6.7%)	248	(4.5%)	998	(6.1%)	49	(7.6%)
Total	10,895	(100.0%)	5,543	(100.0%)	16,438	(100.0%)	644	(100.0%)
	(N Depts=154)		(N Depts=72)		(N Depts=226)		(N Depts=15)	
Part-time students with full support	45	(2.9%)	112	(8.6%)	157	(5.5%)	0	(0.0%)
Part-time students without support	1,338	(85.9%)	1,144	(87.6%)	2,482	(86.7%)	44	(91.7%)
Not specified	175	(11.2%)	50	(3.8%)	225	(7.9%)	4	(8.3%)
Total	1,558	(100.0%)	1,306	(100.0%)	2,864	(100.0%)	48	(100.0%)
Master's Degree Programs	(N Depts=162)		(N Depts=59)		(N Depts=221)		(N Depts=11)	
Full-time students with full support	655	(13.9%)	164	(9.1%)	819	(12.5%)	37	(7.5%)
Full-time with partial support	673	(14.2%)	359	(19.9%)	1,032	(15.8%)	207	(41.8%)
Full-time students without support	3,126	(66.2%)	1,233	(68.3%)	4,359	(66.8%)	183	(37.0%)
Not specified	270	(5.7%)	50	(2.8%)	320	(4.9%)	68	(13.7%)
Total	4,724	(100.0%)	1,806	(100.0%)	6,530	(100.0%)	495	(100.0%)
	(N Depts=150)		(N Depts=56)		(N Depts=206)		(N Depts=11)	
Part-time students with support	257	(6.2%)	153	(8.0%)	410	(6.8%)	0	(0.0%)
Part-time students without support	3,789	(91.9%)	1,736	(90.7%)	5,525	(91.5%)	75	(91.5%)
Not specified	75	(1.8%)	25	(1.3%)	100	(1.7%)	7	(8.5%)
Total	4,121	(100.0%)	1,914	(100.0%)	6,035	(100.0%)	82	(100.0%)

Note. These data are based on the information provided by departments responding to the survey and, therefore, underestimate the population of full-time and part-time students.

[a]Full support refers to tuition assistance plus stipend whereas partial support refers to partial stipend, stipend but no tuition assistance, and so forth.

Table 23

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1985-86

Category of Support in U.S. Departments	Support for Doctoral Students			Support for Master's Students	
	First Year Student	Intermediate	Dissertation Year	First Year Student	Beyond First Year
Teaching assistantship					
9-month					
Median:	$5,613	$6,000	$6,300	$4,286	$4,487
Q1 - Q3:	$4,625 - 7,368	$5,025 - 7,838	$5,000 - 8,000	$3,356 - 5,224	$3,425 - 5,375
N:	96	84	67	57	44
12-month					
Median:	$5,800	$6,400	a	a	a
Q1 - Q3:	$4,500 - 6,200	$5,200 - 7,400	a	a	a
N:	7	7	2	3	2
Research assistantship					
9-month					
Median:	$5,625	$6,250	$6,450	$4,400	$4,500
Q1 - Q3:	$4,900 - 7,255	$5,050 - 7,636	$5,425 - 7,838	$3,350 - 5,186	$3,500 - 5,700
N:	73	57	44	40	27
12-month					
Median:	$7,725	$8,636	$8,363	a	--
Q1 - Q3:	$6,100 - 9,814	$7,300 - 11,027	$6,988 - 11,416	a	--
N:	10	4	8	1	0
Fellowship					
9-month					
Median:	$5,200	$5,250	$5,350	$4,000	$3,600
Q1 - Q3:	$4,350 - 6,500	$4,150 - 6,500	$4,600 - 6,200	$2,200 - 5,000	$2,150 - 5,000
N:	73	70	58	27	14
12-month					
Median:	$6,000	$6,200	$6,400	a	a
Q1 - Q3:	$5,000 - 7,475	$5,000 - 7,500	$5,100 - 7,450	a	a
N:	32	39	21	2	1
Traineeship					
9-month					
Median:	$5,100	$5,300	$5,050	$3,600	$3,700
Q1 - Q3:	$4,100 - 5,500	$4,525 - 6,075	$4,400 - 5,900	$1,600 - 5,150	$2,000 - 5,000
N:	27	40	22	9	11
12-month					
Median:	$5,300	$5,450	$5,950	$6,300	a
Q1 - Q3:	$5,000 - 6,125	$5,050 - 6,600	$5,000 - 6,600	$4,875 - 11,475	a
N:	22	32	22	6	4

Note. The Ns noted refer to the number of U.S. departments reporting this category of support. All figures for teaching and research assistantships have been adjusted to reflect assistantships which expect the student to spend at least 50% time in his/her assistantship.

[a]No figures are reported due to the small number of respondents.

Table 24

Medians and Quartiles for Graduate Student Support in Canadian Graduate Departments of Psychology: 1985-86

Category of Support in Canadian Departments	Support for Doctoral Students			Support for Master's Students	
	First Year Student	Intermediate	Dissertation Year	First Year Student	Beyond First Year
Teaching assistantship					
9-month					
Median:	$8,700	$8,700	$8,700	$8,400	$7,950
Q1 - Q3:	$7,582 - 10,000	$7,582 - 10,000	$7,582 - 10,000	$6,625 - 12,084	$6,938 - 9,750
N:	10	10	10	9	8
Fellowship					
12-month					
Median:	$9,700	$11,500	$11,500	$9,500	a
Q1 - Q3:	$9,000 - 11,600	$8,500 - 12,000	$8,500 - 12,000	a	a
N:	7	9	9	5	4

Note. The Ns noted refer to the number of U.S. departments reporting this category of support. Only categories of support which had a sufficient number of responses are included in the table. For teaching and research assistantships, all figures have been adjusted to reflect assistantships which expect the student to spend at least 50% time in his/her assistantship.

[a]No figures are reported due to the small number of respondents.

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